

READ SMART: TEXTBOOKS

Students learn how to approach textbook readings

Zone In

Question of the Week

1. Tell students they will present either a YES or NO to the question. They have 2 minutes to put together their argument. They will have 1 minute to present.
2. Question: *Should cell phones be allowed in school?*
3. Group divides into YES and NO sides, or assign. Each group chooses a Speaker.
4. Time 2 minutes. Each side's Speaker presents for 1 minute.
5. Ask for show of hands—YES, NO.

Topic

Reading non-fiction and textbooks

(Materials: Collection of non-fiction books and textbooks; may use books the students have with them.)

The Other Hollywood ♦♦

Introduction

Explain: There are techniques for reading textbooks, non-fiction (factual information), and school materials.

Ask for a show of hands.

Ask: When you have a textbook reading assignment, how many people:

- 1) read every word? (show of hands)
- 2) skim the material?
- 3) do the practice questions?
- 4) read summaries?
- 5) take notes?
- 6) don't read it at all?

Make reading easier and get more from it by breaking it into three stages:

(1) BEFORE you read; (2) WHILE you read; (3) AFTER you finish.

Activity

Get a non-fiction book or textbook that you haven't yet read. (Use Zone books or borrow from another student, if necessary.)

(1) Before you read:

Explain: Look at the book or section. Read the title, front and back covers, table of contents, and skim the index.

Explain: Before reading, ask yourself, What is this about? What do I already know about the subject? What might I learn?

Ask: What is the book you have about? (Ask for answers from a few students.) Is there a table of contents? Does it give you an idea of the contents? An index?

(2) While you read:

Explain: Skim by paying attention to headings, subheadings, the introduction, charts, graphs, and pictures.

Explain: Think of questions while you're skimming. Look for answers while you read. Read the introduction and conclusion to get the main points.

Take notes of main ideas and key information, like dates, names, and definitions.

Tell students: Look at the book you have. Flip through and look for charts, tables, or pictures. Stop at one that seems like it could be interesting. Jot down a question about the picture or chart.

Ask students for one or two example questions.

Tell students to look in the text to see if they can find an answer to the question.

Ask students for examples of the questions and what they found out.

(3) After you finish:

Tell students: Think about what you learned. Summarize main points aloud. Review your notes of the main points of each section.

Ask students to tell each other one thing they learned or might learn.

Practice: Pass out the reading **The Other Hollywood ♦♦**. Give students 20 seconds to look at it. After 20 seconds, tell students to turn it over.

Ask: What is it about? (*Answer: problem of young homeless people in Hollywood*)
What gives you clues? (*Answer: headings, caption, introduction*)

Wrap Up

Ask: Which part of a textbook gives you an overview the fastest?
(Answer: *table of contents, index*)

When you want to skim, where do you go first? (Answer: *headings, section introductions*)

Encourage students to turn to the table of contents and index first, then the introduction, then pictures, charts, and graphs.



CLINIC 7 HANDOUT

THE OTHER HOLLYWOOD

The word "Hollywood" makes us think about movies and famous rich people. But there's another Hollywood. It is the part of Hollywood where the homeless live.

Hollywood has one of the biggest homeless populations in the United States. Between 4,000 and 10,000 homeless teenagers sleep on Hollywood Boulevard every night.

Why are they on the streets?

More than half of the young people living on the streets leave their homes because of abuse. They might be scared, or even think it is their fault. Many teenagers don't know where to look for help. They may think that the only way out is to run away.

A dream come true?

For many teenagers, Hollywood seems like an escape from their difficult home life. They arrive with the dream that they will become movie stars. However, the reality is that thieves steal their money in the first week. Many soon become involved with drug dealing in order to survive. Some teenagers join gangs and either end up in prison, or dead. So, the dreams that teenagers arrive with and the realities they find, are very different.

Who is responsible?

Movies create the image of Hollywood which we all have. Are they responsible for what happens to homeless teenagers on Hollywood Boulevard? Some people believe that they are and have protested at Hollywood studios. London's *Big Issue* magazine recently asked some studios to comment on the problem. None of the studios believed that they were responsible for the homeless teenagers in Hollywood. Every day the studios continue to make movies and teenagers keep coming to Hollywood full of hope and dreams.